



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 10651251
SAU: Gorham School Department
School: Village Elem School-Gorham

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

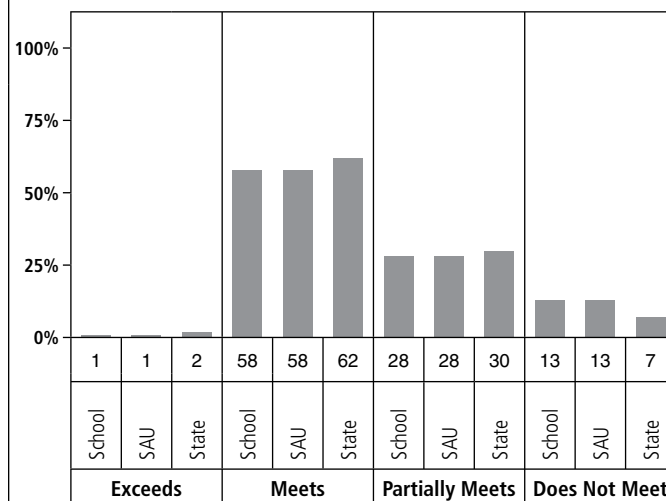
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: Gorham School Department
School: Village Elem School-Gorham

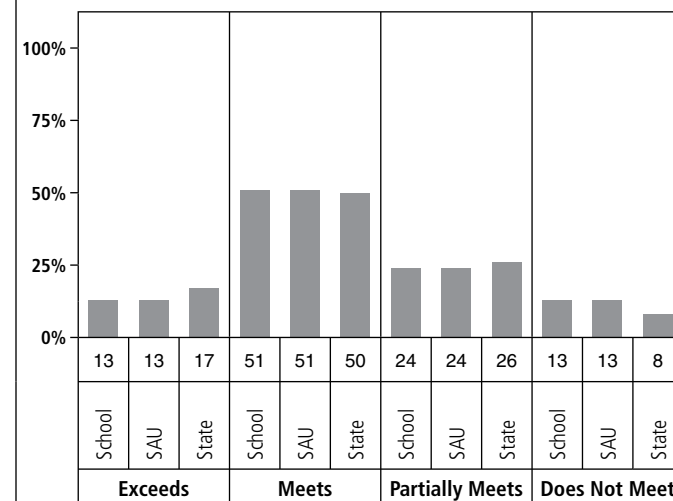
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	344	344	345
2006–2007	344	344	345
2007–2008	342	342	344
Cum. Avg. *	343	343	345
Mathematics			
2005–2006	345	345	344
2006–2007	344	344	347
2007–2008	344	344	347
Cum. Avg. *	344	344	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 3
SAU: Gorham School Department
School: Village Elem School-Gorham

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics											
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	201	100	201	100	13803	100	201	100	201	100	13714	99	200	100	200	100	13710	99						
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98						
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99						
Asian or Pacific Islander	2	1	2	1	210	2	2	100	2	100	205	98	2	100	2	100	206	98						
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98						
Caucasian/White	199	99	199	99	12916	94	199	100	199	100	12846	100	198	99	198	99	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	40	20	40	20	2358	17	40	100	40	100	2333	99	40	100	40	100	2329	99						
Current LEP	4	2	4	2	371	3	4	100	4	100	357	96	4	100	4	100	361	98						
Economically disadvantaged	25	12	25	12	5584	40	25	100	25	100	5535	99	24	96	24	96	5530	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	171	85	171	85	10650	77	170	85	170	85	10678	77						
Identified disability (PET/IEP)	11	6	11	6	475	4	11	6	11	6	479	4						
LEP	4	2	4	2	151	1	3	2	3	2	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
Participation with accommodations	30	15	30	15	2936	21	30	15	30	15	2911	21						
Identified disability (PET/IEP)	29	97	29	97	1735	59	29	97	29	97	1729	59						
LEP	0	0	0	0	197	7	1	3	1	3	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	1	3	1	3	986	34	0	0	0	0	958	33						
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1						
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	80	1	1	0	1	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	3
SAU:	Gorham School Department
School:	Village Elem School-Gorham

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	4	2	4	2	352	3
	2006-2007	2	1	2	1	332	2
	2007-2008	2	1	2	1	227	2
	Cum. Total*	8	1	8	1	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	123	66	123	66	8641	62
	2006-2007	114	61	114	61	8691	63
	2007-2008	116	58	116	58	8403	62
	Cum. Total*	353	61	353	61	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	48	26	48	26	3671	27
	2006-2007	59	31	59	31	3781	27
	2007-2008	57	28	57	28	4018	30
	Cum. Total*	164	29	164	29	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	11	6	11	6	1163	8
	2006-2007	13	7	13	7	1021	7
	2007-2008	26	13	26	13	938	7
	Cum. Total*	50	9	50	9	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	25.9	56.3	25.9	56.3	27.6	60.0
Literary Text	23	50	13.6	59.1	13.6	59.1	14.1	61.3
Informational Text	23	50	12.4	53.9	12.4	53.9	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Gorham School Department
 School: Village Elem School-Gorham

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	201	2	1	116	58	57	28	26	13	342	201	1	58	28	13	342	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	2										2						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	199	2	1	114	57	57	29	26	13	342	199	1	57	29	13	342	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	40	0	0	10	25	15	38	15	38	333	40	0	25	38	38	333	2210	0	32	48	20	338
No	161	2	1	106	66	42	26	11	7	344	161	1	66	26	7	344	11376	2	68	26	4	346
Current LEP																						
Yes	4										4						348	1	36	45	19	339
No	197	2	1	115	58	57	29	23	12	343	197	1	58	29	12	343	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	25	0	0	5	20	11	44	9	36	334	25	0	20	44	36	334	5450	1	49	39	11	341
No	176	2	1	111	63	46	26	17	10	344	176	1	63	26	10	344	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	201	2	1	116	58	57	28	26	13	342	201	1	58	28	13	342	13581	2	62	30	7	344
Gender																						
Female	117	1	1	69	59	31	26	16	14	342	117	1	59	26	14	342	6567	3	65	27	5	345
Male	84	1	1	47	56	26	31	10	12	342	84	1	56	31	12	342	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	46	0	0	13	28	24	52	9	20	336	46	0	28	52	20	336	2004	0	37	49	14	339
No	155	2	1	103	66	33	21	17	11	344	155	1	66	21	11	344	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	201	2	1	116	58	57	28	26	13	342	201	1	58	28	13	342	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Gorham School Department
 School: Village Elem School-Gorham

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 79 15 3	0 2 0 0	0 1 0 0	0 95 19 1	0 61 63 20	2 43 9 2	29 27 30 40	5 17 2 2	71 11 7 40	317 343 344 335	4 79 15 3	0 1 0 0	0 61 63 20	29 27 30 40	71 11 7 40	317 343 344 335	6 79 12 3	0 2 2 0	43 65 60 32	39 28 31 44	18 5 7 24	340 345 344 338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	23 54 17 6	0 2 0 0	0 2 0 0	24 64 20 6	52 60 61 50	13 30 7 5	28 28 21 42	9 10 6 1	20 9 18 8	341 344 342 338	23 54 17 6	0 2 0 0	52 60 61 50	28 28 21 42	20 9 18 8	341 344 342 338	29 48 15 8	3 2 1 0	62 67 56 44	28 27 34 40	7 4 9 16	345 345 343 340
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	38 51 10 1	1 1 0 0	1 1 0 0	49 57 7 1	65 57 35 50	16 34 5 0	21 34 25 0	9 8 8 1	12 8 40 50	343 343 336 332	38 51 10 1	1 1 0 0	65 57 35 50	21 34 25 0	12 8 40 50	343 343 336 332	42 46 10 2	3 1 0 0	67 62 48 30	24 32 42 43	6 5 10 28	346 344 341 336
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 62 21	0 2 0	0 2 0	11 79 24	33 64 59	12 30 13	36 24 32	10 12 4	30 10 10	337 344 341	17 62 21	0 2 0	33 64 59	36 24 32	30 10 10	337 344 341	22 57 21	1 2 1	48 68 61	38 26 30	12 4 8	341 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	20 42 39	0 0 2	0 0 3	7 53 52	18 66 70	17 21 16	45 26 22	14 6 4	37 8 5	333 344 346	20 42 39	0 0 3	18 66 70	45 26 22	37 8 5	333 344 346	20 51 29	0 2 3	38 68 69	47 27 23	16 4 6	339 345 346
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	11 69 12 9	0 2 0 0	0 1 0 0	13 89 8 6	59 64 35 35	7 35 8 6	32 25 35 35	2 12 7 5	9 9 30 29	342 344 336 336	11 69 12 9	0 1 0 0	59 64 35 35	32 25 35 35	9 9 30 29	342 344 336 336	19 47 19 14	3 2 1 0	65 68 56 47	27 25 35 40	6 5 8 12	346 346 343 341
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	40 27 32	1 0 1	1 0 2	46 28 38	59 53 60	19 18 18	24 34 29	12 7 6	15 13 10	341 343 344	40 27 32	1 0 2	59 53 60	24 34 29	15 13 10	341 343 344	28 23 49	1 1 2	56 63 65	33 29 27	9 7 6	343 344 345
Optional school/SAU question A. B. C. D.	57 14 0 29	0 0 0 0	0 0 0 0	1 0 0 0	25 0 0 0	3 1 1 1	75 100 50 50	0 0 0 1	0 0 0 50	339 332 0 329	57 14 0 29	0 0 0 0	25 0 0 0	75 100 50 50	0 0 0 50	339 332 0 329						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: Gorham School Department
School: Village Elem School-Gorham

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	24	13	24	13	1295	9
	2006-2007	15	8	15	8	1985	14
	2007-2008	26	13	26	13	2277	17
	Cum. Total*	65	11	65	11	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	95	51	95	51	6852	49
	2006-2007	97	52	97	52	6990	51
	2007-2008	101	51	101	51	6764	50
	Cum. Total*	293	51	293	51	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	50	27	50	27	4081	29
	2006-2007	61	32	61	32	3673	27
	2007-2008	48	24	48	24	3504	26
	Cum. Total*	159	28	159	28	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	18	10	18	10	1638	12
	2006-2007	15	8	15	8	1193	9
	2007-2008	25	13	25	13	1044	8
	Cum. Total*	58	10	58	10	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.1	54.0	8.1	54.0	9.2	61.3
Cluster 2: Shape and Size	14	29	10.0	71.4	10.0	71.4	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.0	60.0	3.2	64.0
Cluster 4: Patterns	14	29	8.8	62.9	8.8	62.9	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: Gorham School Department
 School: Village Elem School-Gorham

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	200	26	13	101	51	48	24	25	13	344	200	13	51	24	13	344	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	2										2						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	198	26	13	99	50	48	24	25	13	344	198	13	50	24	13	344	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	40	0	0	11	28	14	35	15	38	333	40	0	28	35	38	333	2208	6	35	37	21	338
No	160	26	16	90	56	34	21	10	6	347	160	16	56	21	6	347	11381	19	53	24	5	349
Current LEP																						
Yes	4										4						357	8	29	37	26	336
No	196	26	13	99	51	48	24	23	12	345	196	13	51	24	12	345	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	24	1	4	6	25	9	38	8	33	333	24	4	25	38	33	333	5452	9	45	33	12	343
No	176	25	14	95	54	39	22	17	10	346	176	14	54	22	10	346	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	200	26	13	101	51	48	24	25	13	344	200	13	51	24	13	344	13584	17	50	26	8	347
Gender																						
Female	116	11	9	60	52	29	25	16	14	343	116	9	52	25	14	343	6565	15	49	27	8	347
Male	84	15	18	41	49	19	23	9	11	347	84	18	49	23	11	347	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	45	0	0	14	31	19	42	12	27	333	45	0	31	42	27	333	2004	5	39	41	15	339
No	155	26	17	87	56	29	19	13	8	348	155	17	56	19	8	348	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	200	26	13	101	51	48	24	25	13	344	200	13	51	24	13	344	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Gorham School Department
 School: Village Elem School-Gorham

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	14	2	29	4	57	328	4	0	14	29	57	328	6	9	40	33	18	340
B. less than one hour	79	24	15	79	50	38	24	16	10	346	79	15	50	24	10	346	79	18	52	24	6	348
C. one to two hours	15	2	7	19	63	7	23	2	7	346	15	7	63	23	7	346	12	16	48	27	8	347
D. more than two hours	3	0	0	1	20	1	20	3	60	321	3	0	20	20	60	321	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	32	9	15	28	45	17	27	8	13	345	32	15	45	27	13	345	37	22	50	22	6	350
B. They match some of what I have learned.	49	15	15	56	58	17	18	9	9	346	49	15	58	18	9	346	46	16	53	25	6	348
C. They match just a little of what I have learned.	16	2	6	13	42	10	32	6	19	341	16	6	42	32	19	341	12	9	44	36	11	342
D. There is no match.	3	0	0	1	17	3	50	2	33	329	3	0	17	50	33	329	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	15	22	22	33	18	27	12	18	345	36	22	33	27	18	345	39	25	48	20	7	350
B. good	50	7	8	58	63	18	20	9	10	345	50	8	63	20	10	345	46	14	52	27	7	347
C. fair	11	0	0	12	57	7	33	2	10	340	11	0	57	33	10	340	12	8	49	35	9	343
D. poor	3	0	0	2	40	2	40	1	20	338	3	0	40	40	20	338	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	0	0	11	44	8	32	6	24	338	13	0	44	32	24	338	17	7	41	35	17	340
B. about the same as my regular schoolwork	61	17	14	66	55	24	20	12	10	346	61	14	55	20	10	346	59	18	53	24	5	349
C. easier than my regular schoolwork	27	9	17	21	40	16	31	6	12	344	27	17	40	31	12	344	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	31	5	8	26	44	19	32	9	15	341	31	8	44	32	15	341	32	13	47	30	10	345
B. two or three days a week	37	12	17	39	55	12	17	8	11	346	37	17	55	17	11	346	30	20	52	23	5	349
C. two or three times each month	18	2	6	19	56	7	21	6	18	343	18	6	56	21	18	343	19	20	53	21	6	350
D. never or almost never	15	6	21	12	41	9	31	2	7	346	15	21	41	31	7	346	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	6	1	9	5	45	3	27	2	18	340	6	9	45	27	18	340	7	5	34	40	20	338
B. two or three days a week	37	8	11	41	56	17	23	7	10	345	37	11	56	23	10	345	18	15	50	27	8	346
C. two or three times each month	25	10	20	22	44	10	20	8	16	346	25	20	44	20	16	346	28	21	53	21	4	350
D. never or almost never	32	7	11	31	48	18	28	8	13	343	32	11	48	28	13	343	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	2	8	12	46	7	27	5	19	341	13	8	46	27	19	341	16	8	42	36	13	342
B. 30–45 minutes	31	9	15	31	50	14	23	8	13	344	31	15	50	23	13	344	30	14	53	26	7	347
C. 45–60 minutes	32	12	19	31	49	13	21	7	11	347	32	19	49	21	11	347	32	22	51	22	5	350
D. more than 60 minutes	25	3	6	27	55	14	29	5	10	343	25	6	55	29	10	343	22	20	49	23	7	349
Optional school/SAU question																						
A.	57	0	0	3	75	0	0	1	25	337	57	0	75	0	25	337						
B.	14	0	0	0	0	1	100	0	0	340	14	0	0	100	0	340						
C.	0										0											
D.	29	0	0	1	50	0	0	1	50	327	29	0	50	0	50	327						